

**Self Study
and
Application
for
Accreditation**

ACPEinc.org
Accreditation Council for Psychoanalytic Education

Introduction

The aim of this self-study worksheet/application is to provide practical assistance to those who seek accreditation on behalf of their psychoanalytic institutes.

The Standards of Psychoanalytic Education (SPE), which is also contained separately in this application packet, is set forth in Part I of this worksheet in its entirety--but with questions interpolated. This serves the purpose of ensuring a focused process of thoroughgoing self-study, leading to effectively underscoring areas of excellence as well as areas where a psychoanalytic institute should reasonably work to make improvements. When the worksheet is completed, it will contribute to application documents that will be evaluated by the ACPE Review Committee in connection with a possible site visit and eventual accreditation.

Beyond its concern that core standards are achieved, the Council also requires assurance that such accomplishment is supported by a sturdy and sustainable institutional structure. Part II of this self-study worksheet/application addresses this concern. Part II seeks, among other matters, a sense of the legal, economic, and organizational structure of the institute and an understanding of how the standards explored in Part I are operationalized.

Instructions

In completing this self-study worksheet/application, please incorporate and append those primary source documents that address the questions raised (the questions are in shaded areas), e.g., institute catalogs, brochures, bulletins, bylaws, memoranda, relevant sections from minutes or proceedings of institute committees, and so forth. A single primary source document, such as an institute catalog, may provide adequate answers to many of the questions asked in this worksheet/application. Indicate and adequately reference where in these source documents answers to each of the questions will be found. A single, substantial response or primary source may reasonably address questions arising under different sections of the worksheet. When this occurs, please indicate for each question raised that the matter has been addressed elsewhere, and clearly provide that reference. Please note that each question is referenced (e.g., "2.4.3") and that these reference indicators are independent of the outline form used in the Standards of Psychoanalytic Education.

The Council has provided this packet both in hard copy and by compact disc (CD-ROM). Likewise, the completed material, including this self-study worksheet/application, should be returned in both hard copy and by compact disc. Except as available electronically, it is not expected that primary source material will be scanned into the electronic version of the completed application.

Questions or concerns that arise in completing the self-study application may be addressed to the Chair of the ACPE Review Committee.

Contact Information

Name of Facility: _____

Address: _____
Street Address City State Zip code

Phone: _____ **Fax:** _____

Email address: _____ **Web address:** _____

Staff Contacts

Please list the Director or Chair, Administrative Director and the contact person for this application.

Name/Title	Email address	Phone number

Please mail this application to:

Sheila Hafter Gray
 P.O. Box 40612 Palisades Station
 Washington, D.C. 20016

For questions regarding this application please send an email to:
acpeinc@verizon.net

PART I

The Standards of Psychoanalytic Education delineates model core standards by which institutes seeking accreditation as a psychoanalytic education and training center will be evaluated. Psychoanalysis is a specific form of individual psychotherapy that aims to bring unconscious mental elements and processes into awareness in order to expand an individual's self-understanding, enhance adaptation in multiple spheres of functioning, alleviate symptoms of mental disorder, and facilitate character change and emotional growth. Psychoanalytic work is characterized by depth and intensity, which are achieved in the context of frequent treatment sessions over a long term.

1.1.1 Is the above definition of psychoanalysis consonant with that of your institute?

YES NO

If not, please provide an alternative statement that more accurately describes how psychoanalysis is understood in your institute.

It is expected that training institutes seeking accreditation will ensure that candidates in training shall have a personal psychoanalytic experience of frequency, depth, intensity, and duration adequate to provide a deep psychoanalytic experience and that their treatment of patients under supervision will have similar characteristics.

1.2.1 Is the frequency, depth, intensity, and duration of the psychoanalytic experience for candidates about the same as for the supervised patients they will treat?

- If there are instances where the frequency, depth, intensity, and duration of the candidates' personal psychoanalytic experience substantially differ from that of their supervised patients, describe the rationale, the process leading to this exception, and the frequency of occurrence.

(Please note that this general area is pursued with greater focus below.)

The Accreditation Council for Psychoanalytic Education recognizes that, as different psychoanalytic educational traditions have evolved, there has been a parallel development of standards regarding how the provision of a deep psychoanalytic experience can best be accomplished. Those standards may be more specific or broader but may not be lower than or in conflict with the core standards delineated in the Standards of Psychoanalytic Education.

1.3.1 Describe the history of your institute from its founding to the present, with emphasis on its educational traditions.

- Insofar as you are aware of other psychoanalytic educational traditions, how do you compare and contrast those of your institute with these alternative traditions?
- As a corollary, how, in the light of your institute's traditions, have you established a standard for providing deep psychoanalytic experience?

1.3.2 What are those standards?

1.3.3 After reviewing the Standards of Psychoanalytic Education, do you regard the standards of your institute as more specific or broader than those set forth in the Standards?

1.3.4. Do you think the standards of your institute might be construed by a psychoanalyst unaffiliated with your institute as lacking one or more essential elements of, or in conflict with, the Standards core standards?

- If so, please explain why the educational traditions and programs of your institute do, in fact, essentially comply with the Standards core standards.

Institutes that seek accreditation for training in child and adolescent psychoanalysis will be required to meet these and additional standards that are to be delineated in a separate document.

1.4.1 Does your institute hope to seek accreditation for training in child and adolescent psychoanalysis?

YES NO

I. Selection of Candidates for Psychoanalytic Training

Selection of candidates for psychoanalytic education and training involves eligibility and suitability. Institutes will have in place a process by which to evaluate these characteristics. Applicants will not be excluded on the basis of race, color, ethnicity, religion, age, gender, sexual preference, or physical disability. An anti-discrimination clause will be prominently displayed in official publications of the institute.

2.1.1 Is there an explicit policy indicating that applicants will not be excluded on the basis of race, color, ethnicity, religion, age, gender, sexual preference, or physical disability?

- Where is this policy documented?

2.1.2 Is there an anti-discrimination clause prominently displayed in your institute's official publications?

YES NO

A. Eligibility

Eligibility refers to the requisite educational background and to the mastery of skills required before psychoanalytic education or training can be undertaken.

A 1. Eligibility of Mental Health Care Professionals

Institutes shall have in place a mechanism for evaluating the eligibility of applicants for psychoanalytic education and training. *They shall consider:*

1. Graduate education. To be eligible to undertake psychoanalytic education, a candidate will possess one of these degrees: Ph.D., Psy.D., D.S.W., M.S.W., M.D., Ed.D., D.O., or R.N. (plus a Master's degree with Clinical Specialist certification or Ph.D.) or a comparable mental health degree and education/training leading to licensure or certification for independent practice of a core mental health profession at the highest clinical level.

Exceptions may be made on a case-by-case basis for individuals who are in the process of obtaining one of these degrees or who are in postgraduate training programs, with the requirement that they will have the appropriate degree, certification, or licensure prior to graduation from the institute.

Institutes are responsible for verifying that such individuals participate in the necessary educational and clinical experiences prior to or during their candidacy and that they obtain the required degree, certification, or licensure prior to their being approved for autonomous clinical practice. Institutes will verify the credentials of all applicants and candidates.

2.2.1 What mechanism does your institute use for evaluating eligibility?

2.2.2 Does your institute accept individuals in the process of obtaining a mental health degree or does your institute require that applicants already possess one of these graduate degrees: Ph.D., Psy.D., D.S.W., M.S.W., M.D., Ed.D., D.O., R.N. (plus a master's degree with clinical specialist certification or Ph.D.) or a comparable mental health degree?

(This question may be partially addressed by attaching a sample application that requests applicants to indicate prior professional training, dates of (expected) graduation or certification, specialty, degree, etc.)

2.2.3 Does the institute verify the credentials of applicants and candidates?

YES NO

2.2.4 Describe the application process. For example, is there an admissions committee or similar body that evaluates applications?

- Are applicants interviewed? If so, what criteria needs to be fulfilled for interviews to be granted?
- Are there an established number of interviews? If so, how are these interviews documented and communicated to the admissions committee?
- Does the interviewer, as a matter of policy, always participate in the deliberations of the admissions committee or only when a member of that body?

2.2.5 How do you verify that prior to graduation from your institute, trainees have participated in the necessary educational and clinical experiences and have obtained the required degree, certification, or licensure?

2. The applicant will have the ability to diagnose mental disorders. S/he will be capable of making a differential diagnosis, biopsychosocial and psychodynamic formulations, and individual treatment plans. S/he will have basic awareness of organic mental pathology and treatments and will know when and how to use consultants in areas outside of his or her scope of practice.

2.3.1 How does your institute determine if an applicant has the ability to diagnose mental disorders?

- Does the institute require that the applicant be capable of making a differential diagnosis, biopsychosocial and psychodynamic formulations, and individual treatment plans?
- Are applicants required to have basic awareness of organic mental pathology and treatments and have the knowledge of when and how to use consultants in areas outside of his or her scope of practice?

2.3.2 How is this assessed? Is the possession of a graduate degree in a mental health discipline presumed to indicate sufficient knowledge in these areas?

- Are there exceptions?
- Please describe.

3. The applicant will have had psychotherapy practice experience. S/he will have had close supervision of individual cases. It is preferable for him or her to have supervised experience with a broad spectrum of cases, including patients who suffer from severe and persistent mental disorders. Some psychotherapy supervision by psychoanalysts is recommended.

2.4.1 Does your institute require prior or current psychotherapy experience for admission?

- Is prior or current psychotherapy supervision by psychoanalysts a matter that weighs in your decision to accept a candidate?

4. It is desirable that applicants will have didactic and/or practical experiences that provide a broad understanding of the cultural, economic, ethnic, religious, and racial backgrounds of the rich diversity of patients in the population.

2.5.1 How does your institute weigh diversity in the clinical experience of applicants?

B. Eligibility of Individuals Who Are Not Mental Health Care Professionals

An institute may elect to accept individuals who are not independent mental health care professionals for psychoanalytic training in certain defined circumstances. The institute

shall have in place written criteria of eligibility for limited and full clinical training that it shall apply to all such applicants. It shall also have a process for monitoring their clinical performance. Such criteria and the monitoring process must ensure that during the training process and at its conclusion the individuals will meet standards of competence in psychoanalysis equivalent to those met by core mental health professionals at the same level of training.

2.6.1 Does your institute accept into training individuals who are not mental health professionals?

YES NO

2.6.2 Do you have written criteria of eligibility for limited and full clinical training that applies to all such applicants? Please provide those criteria.

2.6.3 Do you have a process for monitoring their clinical performance?

- Describe that process.
- How does your institute ensure that during the training process and at its conclusion the individuals will meet standards of competence in psychoanalysis equivalent to those met by core mental health professionals at the same level of training?

2.6.4 Does the state in which you operate consider psychoanalysis to be an independent mental health profession for which a license is required?

YES NO

2.6.5 If your response to **2.6.4** is YES, does your training program for these individuals contain all the elements mandated by your state's regulations? Please document.

C. Suitability for Psychoanalytic Education and Training

Suitability refers to the personal characteristics of the applicant that are deemed necessary for psychoanalytic education. The applicant will show evidence of integrity of character, maturity of personality, reasonable indication of capacity and motivation for self-reflection, psychological mindedness, clinical aptitude, and appropriate intellectual ability. Institutes will have procedures by which they will judge these attributes. Evaluation of these capacities will be carried out through interviews with members of the institute's faculty. Institutes may require additional studies and examinations for all applicants or for those about whom evaluators have specific questions. Applicants may proffer such studies or examinations in support of their application.

2.7.1 What procedures does your institute follow to determine that applicants show evidence of integrity of character, maturity of personality, capacity and motivation for self-reflection, psychological mindedness, clinical aptitude, and appropriate intellectual ability?

- If this is accomplished through letters of reference, interviews with faculty, or additional studies or evaluations, please indicate.

An ethics violation disclaimer will be part of the admission procedure. If an applicant has been found by a recognized professional or governmental body to have committed an ethical violation; the institute shall be responsible for reviewing the finding and documenting its conclusions and actions. If there is an ethics or malpractice case pending against an applicant, the institute may defer its decision on the application until the case is resolved.

2.8.1 Is an ethics violation disclaimer part of the admissions procedure?

YES NO

2.8.2 If there is an ethics violation reported, does your institute recognize a responsibility for reviewing the findings and documenting its conclusions and actions?

- If, after investigating a complaint of an ethics violation, it is decided to admit the accused person, does the institute have a follow-up mechanism for such individuals?

II. Practice

Institutes shall have in place a procedure for informing prospective patients of the candidate's training status prior to the commencement of psychoanalysis and for obtaining their consent to be treated in this circumstance.

3.1.1 Does your institute or associated clinical facility have a procedure for informing prospective patients of the candidate's training status prior to the commencement of psychoanalysis and for obtaining their consent to be treated in this circumstance?

3.1.2 How does the institute determine that a candidate is ready to begin supervised analyses?

Candidates of accredited institutes are not authorized to represent themselves as graduate psychoanalysts or to conduct psychoanalysis without supervision until such authorization is given by their institutes. Permission to undertake autonomous psychoanalytic treatment may be granted in the late stages of training. This authorization to represent oneself as a psychoanalyst may be rescinded by the institute if the candidate fails to remain in good standing. Prospective candidates shall agree to inform their psychoanalytic patients if they withdraw from training or if their status is otherwise changed before graduation.

3.2.1 Does your institute have a policy stating that its candidates are not authorized to represent themselves as graduate psychoanalysts or to conduct psychoanalysis without supervision until such authorization is given by their institutes?

YES NO

3.2.2 How are the candidates apprised of this policy?

3.2.3 Does your institute grant permission to candidates to undertake autonomous psychoanalytic treatment in the later stages of their training so long as the candidate remains in good standing?

3.2.4 Does your institute have a policy informing prospective candidates that they must inform their psychoanalytic patients if they withdraw from training or if their status is otherwise changed before graduation?

III. Psychoanalysis of Candidates

It is expected that institutes seeking accreditation will ensure that candidates in training have a personal psychoanalytic experience that is characterized by depth and intensity. It should occur at the frequency and duration that will facilitate the candidate's optimal immersion in a psychoanalytic process.

The psychoanalysis of a candidate is expected to be conducted in person at a frequency of three to five sessions per week, on separate days, for a minimum of forty weeks during a year and for a minimum of three hundred (300) hours. This criterion may be modified to accommodate candidates who are physically handicapped or who live and work at a considerable distance from an appropriate analyst. Such exceptions shall be reviewed by the institute and its decision shall be documented.

The Accreditation Council for Psychoanalytic Education recognizes that different psychoanalytic training traditions have evolved concerning how the provision of a deep psychoanalytic experience can best be accomplished. Examples of acceptable standards are:

An institute or group of affiliated institutes may require that the analysis of a candidate be conducted at four or five times per week during the training process.

An institute or group of affiliated institutes may require that the analysis of a candidate be conducted at a frequency of three times per week during the training process.

4.1.1 If your institute has a stated general policy concerning depth and intensity of the candidate's psychoanalytic experience, what is it?

4.1.2 How does this compare with the ACPE's standard in this regard, namely, a frequency of at least three to five sessions per week, on separate days, for a minimum of forty weeks during a year and for a minimum of three hundred (300) hours?

4.1.3 What are the exceptions, if any, to this general policy?

- On what grounds do you provide for exceptions, such as for those candidates who are physically handicapped, who live and work at a considerable distance from an appropriate analyst, and so forth?

- Are such exceptions reviewed from time to time by the institute and its decisions documented?

The Accreditation Council for Psychoanalytic Education expects that the personal analysis of a candidate and those of patients treated by the candidate under supervision will be consistent with the training experience and orientation of the institute; but in no event shall these be at a frequency of fewer than three sessions per week.

4.2.1 Is it the policy of your institute that the personal analysis of a candidate and those of patients treated by the candidate under supervision are consistent with the training experience and orientation of the institute?

4.2.2 Does your institute's policy require that in no event shall frequency of the analytic experience for candidates, themselves, or the patients these candidates have under supervision be at a frequency of fewer than three sessions per week?

- If this is not the case, please describe how your institute addresses the matter of frequency and depth of psychoanalytic treatment for candidates and their supervised patients.

IV. Educational Philosophy

Institutes shall demonstrate an open, critical approach to the ever-changing corpus of psychoanalytic scholarship, practice and research. The atmosphere of the institute is to be that of a community of scholars, respectful of the knowledge, experience, and opinions of both faculty and candidates. It is expected that each institute will enable its candidates to become knowledgeable about the major historical and contemporary points of view in psychoanalysis. Students and faculty shall be encouraged to seek new knowledge through scholarship and research.

5.1.1 Does your institute have, and can it demonstrate an open, critical approach to the ever-changing corpus of psychoanalytic scholarship, practice, and research?

- How is this done?

5.1.2 Is the atmosphere of the institute that of a community of scholars, respectful of the knowledge, experience, and opinions of both faculty and candidates?

- How have you developed this atmosphere?

5.1.3 Does your institute operationalize an educational philosophy that will enable its candidates to become knowledgeable about the major historical and contemporary points of view in psychoanalysis?

- How is this done?

5.1.4 Are students and faculty encouraged to seek new knowledge through scholarship and research?

- How is that encouragement operationalized?

It is expected that each institute or group of affiliated institutes will have a published mission statement. It is expected that each institute will engage in ongoing self-evaluation to assure that it is achieving the goals outlined in its mission statement.

5.2.1 Does your institute have a published mission statement?

YES NO

5.2.2 Please provide the institute's mission statement.

5.2.3 Does the institute engage in ongoing self-evaluation to assure that it is achieving the goals outlined in its mission statement?

5.2.4 Does the institute establish specific goals designed to promote the institute's commitment to fulfilling its mission?

5.2.5 Is the self-evaluation that the institute follows based on an explicit procedure?

- Is it ad hoc?
- Is the self-evaluation procedure documented?

5.2.6 How, if at all, is outcome feedback used to modify the institute's goals? Examples of goal-related outcomes are the professional roles and activities of the institute's graduates, their success in obtaining certification, and the numbers who become practicing psychoanalysts.

V. Curriculum

Each institute shall have an established curriculum committee composed of representatives of the faculty and candidates that will plan and continuously review the curriculum and faculty teaching performance.

6.1.1 Institutes address admissions, curriculum planning, faculty assignments, teaching performance, and candidate evaluation in different ways, parceling out responsibilities to different committees and sub-committees or retaining them in a single committee.

- What is the committee structure in your institute?
- Describe the different charges assigned to each committee.
- Provide the names of these committees and possible sub-committees. For example, does your institute have an established curriculum committee, composed of representatives of the faculty and candidates that plans and continuously reviews the curriculum and faculty teaching performance?

(Please note that additional focus on these matters is provided in the questions that follow.)

6.1.2 How is your institute governed and administered?

6.1.3 How and by whom are plans and decisions made about training issues, curricular content, evaluative activities, etc.?

6.1.4 Are training supervisors and candidates involved in these processes? If so, describe how.

6.1.5 Describe the qualifications, credentials, role, and responsibilities of the Director of Education or Director of Training?

- What is the title used in your institute to describe this role?

The core curriculum will emphasize the key elements of the process of psychoanalysis which include: (1) bringing unconscious mental elements into awareness, (2) recognizing the importance of developmental, social, cultural, familial, and interpersonal influences in determining symptoms and personality, (3) working with transference and counter-transference phenomena and with specific techniques aimed at expanding the analysis and self-understanding, (4) facilitating the process of adaptation in multiple spheres of functioning, (5) alleviating symptoms of mental disorders, and (6) facilitating character change and emotional growth.

6.2.1 How does your institute describe its core curriculum?

6.2.2 Which of the following elements are represented in the core curriculum of your institute? *(If further elaboration of each of these would seem to add precision, please provide it.)*

6.2.2.1 Bringing unconscious mental elements into awareness.

6.2.2.2 Recognizing the importance of developmental, social, cultural, familial, and interpersonal influences in determining symptoms and personality.

6.2.2.3 Working with transference and counter-transference phenomena and with specific techniques aimed at expanding the analyst's self-understanding.

6.2.2.4 Facilitating the process of adaptation in multiple spheres of functioning.

6.2.2.5 Alleviating symptoms of mental disorders.

6.2.2.6 Facilitating character change and emotional growth.

The didactic curriculum will contain integrated sequences covering the history of psychoanalysis, normative and pathological psychological development, psychoanalytic theory, and psychoanalytic technique from Sigmund Freud to the present.

6.3.1 Does your institute contain integrated sequences that cover:

6.3.1.1 The history of psychoanalysis?

6.3.1.2 Normative and pathological psychological development?

6.3.1.3 Psychoanalytic theory?

6.3.1.4 Psychoanalytic technique from Sigmund Freud to the present?

Conferences and continuous case seminars will be offered to broaden the student's clinical experience and further the integration of theoretical concepts with clinical practice. It is expected that candidates for adult psychoanalytic training will be exposed to the basic principles of child psychoanalysis.

6.4.1 How are conferences and continuous case seminars offered to broaden the student's clinical experience and further the integration of theoretical concepts with clinical practice? Consider, as well, didactic seminars, colloquia, symposia, staff discussions, book clubs, journal clubs, observation through one-way mirrors, video recordings, clinical rounds, etc.

6.4.2 Describe how all indicated in 6.4.1 are integrated into the curriculum?

6.4.3 Does the institute encourage attendance at conferences and case seminars outside the immediate curriculum program? If so, please describe and indicate if candidates are likely to avail themselves of these additional opportunities when they exist.

6.4.4 Are candidates for adult psychoanalytic training exposed to the basic principles of child psychoanalysis?

- How in practice is this accomplished in the curriculum?

The didactic curriculum shall be presented in no less than 350 hours during a period of three to five years.

6.5.1 Over what length of time, both in numbers of hours and in years, does your institute present the didactic curriculum?

- Does it vary from 350 hours over a 3-5 year period?
- If the manner by which your institute delivers didactic material to its candidates is not readily conveyed through a consideration of hours and years, describe how you do establish a satisfactory curriculum.
- Provide the institutional cultural context by which you arrive at this.

6.5.2 Describe how the institute evaluates the performance of its faculty, including instructors, supervisors, and analysts of candidates.

- Are candidates involved in this process?

6.5.3 Describe how the institute evaluates the quality of its curriculum. If faculty and candidates are involved, describe the nature of their involvement.

- Please indicate how your institute has used this information to modify its curriculum.

VI. Supervised clinical work

Candidates will undertake the supervised psychoanalysis of two to three adult cases. It is expected that these analyses will be characterized by the same frequency and intensity as those of candidates in the institute seeking accreditation (See III above).

7.1.1 How many supervised adult cases are required by your institute for candidates in training?

- Does this number vary from the two or three indicated in the standards?

7.1.2 Are the analyses that candidates conduct under supervision characterized by the same frequency and intensity as that required for candidates in their own personal analyses?

- If this is not the case, please describe.

7.1.3 How much supervision is individual, as opposed to group supervision?

- When group supervision is provided, is the supervisor a psychoanalyst?

7.1.4 Where is supervision provided?

7.1.5 How do candidates obtain access to supervisors for consultation in emergencies?

• Do you have a procedure that provides coverage when the student-analyst is unavailable?

- Please describe.

7.1.6 Aside from the candidate's personal psychoanalyst and clinical supervisor, does the candidate have available an assigned advisor, mentor, or counselor?

It is recommended that, whenever possible, candidates have experience treating patients from diverse populations in supervised psychoanalysis. An institute or group of affiliated institutes may add requirements that candidates have experience treating patients from specific populations, e.g. men and women, in supervised psychoanalysis. When there are gaps in the candidate's experience of some specific types of patient, those may be remedied by obtaining supervision for such cases after graduation.

7.2.1 How does your institute aim to require or encourage candidates to treat in supervised analyses patients from diverse populations?

7.2.2 Does your institute require that candidates treat at least one male patient and one female patient in supervised analyses? Are there other similar kinds of requirements?

7.2.3 When there are gaps in the candidate's experience in treating some specific types of patient, does your institute permit candidates to remedy that gap by obtaining supervision for such cases after graduation?

All supervision will be conducted by supervisory psychoanalysts who have been formally recognized as such by the institute (See X). One or more cases will be supervised for at least two years and one case for at least one year. Supervision will consist of a minimum of 150 hours.

7.3.1 Does your institute require that all supervision of candidates' analytic cases undertaken to fulfill institute requirements be conducted by formally recognized supervisors?

7.3.2 Does your institute require candidates to conduct analytic treatment of one or more cases under supervision for at least two years and one case for at least one year?

- If your institute's requirement is in terms of number of hours, please indicate how these numbers of hours are equivalent to the one-year and two-year standards.

7.3.3 What is the preferred or required frequency of supervisory sessions?

- Under what circumstances are there accepted variations from this designated frequency?

7.3.4 Does your institute require a minimum sum of 150 supervisory hours?

It is expected that one case will be supervised through termination; this may occur before or after graduation. It is recommended that, whenever possible, candidates receive supervision from supervisors of different theoretical orientations and of both sexes and that a candidate's personal psychoanalyst not be his or her supervisor.

7.4.1 Does your institute require that one case will be supervised through termination?

- If so, do you allow this requirement to be completed after the candidate has graduated from your institute?

7.4.2 How does your institute encourage or require that candidates receive supervision from supervisors of different theoretical orientations and of both sexes?

7.4.3 Do you permit a candidate's personal psychoanalyst to supervise psychoanalytic cases of that candidate?

It is generally expected that the candidate will be in psychoanalysis during a significant period of supervisory work. It is expected that the candidate will receive supervision

during the major phases of psychoanalysis and demonstrate a capacity to establish, facilitate, terminate, and understand a psychoanalytic process.

7.5.1 Are candidates in analysis during much of the time they are, themselves, providing analytic treatment to patients under supervision?

7.5.2 Is it expected at your institute that the candidate will receive supervision during the major phases of psychoanalysis and demonstrate a capacity to establish, facilitate, terminate, and understand a psychoanalytic process?

- If so, how is this documented?

VII. Evaluation

The institute will be responsible for evaluating the candidate's mastery of the educational experience at each successive phase of education and as a whole. A candidate progress committee or equivalent body will monitor the progression of each candidate. It shall have procedures in place for ongoing evaluation of the candidate's clinical work. Coordination of reports of supervisors and observation of the candidate's presentation of psychoanalytic cases is an essential element in this process.

8.1.1 Does your institute have a system for evaluating the candidate's mastery at each successive phase of education and as a whole?

- How does the candidate participate in the evaluative process?

8.1.2 Is there a candidate progress committee or equivalent body that provides ongoing evaluation of candidates' progress?

- Please give the name of that committee or committees that provides this monitoring function. Are there one or more candidate representatives on this committee?

8.1.3 Describe the procedures in place for ongoing evaluation of the candidate's clinical work. How does the candidate participate in the evaluative process?

8.1.4 Describe the procedures in place for ongoing evaluation of the candidate's course work.

- How does the candidate participate in the evaluative process?

8.1.5 What is the mechanism for coordinating the reports of supervisors and the observations of the candidate's presentation of psychoanalytic cases?

8.1.6 How are candidates notified about substandard or otherwise unacceptable performance in the course of didactic or clinical work?

8.1.7 What is the general approach to assisting candidates to remedy substandard performance?

8.1.8 What is the formal structure for advancing a candidate through the training program?

8.1.9 What is the formal procedure for terminating a candidate from the training program (See also **17.1.1**, below)?

VIII. Records

Suitable records will be kept of the candidate's educational course and progress and appropriate provisions made to ensure necessary confidentiality. Records are to be maintained in conformity with applicable local, state, and federal laws.

9.1.1 Does your institute keep records of the candidate's educational hours and progress?

- Briefly describe how these records are maintained and updated.

9.1.2 What provisions, if any, are made to ensure that candidates' records are confidential and secure?

9.1.3 Are the procedures your institute follows in its record-keeping in conformity with applicable local, state and, federal laws?

IX. Ethics

It is expected that the ethical standards appropriate for psychoanalysts will be prominently and continuously emphasized in the educational program. There shall be a course or seminar on psychoanalytic ethics for candidates.

10.1.1 Does your institute prominently and continuously emphasize in its educational program the ethical standards appropriate for psychoanalysts?

10.1.2 Aside from providing courses or seminars, how is this policy operationalized?

10.1.3 Is there a course or seminar on psychoanalytic ethics for candidates?

Institutes will have a process for receiving and acting upon allegations of ethical violations by faculty and students.

10.2.1 Does your institute have a process for receiving and acting upon allegations of ethical violations by faculty and students?

YES NO

10.2.2 Describe that process, or, if there is a primary source document that sets forth the procedure for receiving and acting upon allegations of ethical violations, please provide that document.

X. Faculty Development

Each institute shall ensure that opportunities to attain teaching faculty status, to psychoanalyze candidates and to supervise will be based solely on merit. Institutes shall not engage in discrimination based on an individual's professional affiliation or specific demographics during faculty development or appointment processes.

11.1.1 How does your institute develop opportunities for individuals to attain teaching faculty status, to psychoanalyze candidates and to supervise?

11.1.2 Are criteria used other than the currently demonstrated capacity to do the task for which they are appointed?

- How does it assure that the process described in **11.1.1** is fair and nondiscriminatory?

Institute leaders shall work cooperatively with recent graduates to assure that their graduates and junior faculty are provided opportunities and support to prepare themselves for promotion to higher positions within the institute. These may include teaching within the institute and in other appropriate programs and psychotherapy supervision for mental health professionals. Institutes shall have a mechanism in place to provide evaluation and feedback of such experiences.

11.2.1 Does your institute leadership work cooperatively with advanced candidates and recent graduates to assure that potential junior faculty are provided opportunities and support to prepare themselves for promotion to higher positions within the institute?

11.2.2 How is this accomplished? For example, are there opportunities for recent graduates to teach within the institute and in other appropriate programs and to provide psychotherapy supervision for mental health professionals?

11.2.3 Is there a mechanism in place to provide evaluation and feedback of such experiences?

- Please describe.

In addition, seminars or study groups that provide instruction on teaching methods and further opportunities for peer review of ongoing clinical work (e.g., through study groups) and other encouragement of scholarly and research activity are desirable.

11.3.1 Does your institute provide instruction through seminars or study groups on teaching methods that would assist in the development of new instructors?

11.3.2 Is there a program of ongoing peer review of clinical work for faculty?

- For graduates?
- For supervisors and analysts of candidates?

11.3.3 How else does the institute encourage scholarly or research activity?

11.3.4 Please provide a list of research projects, if any, supported or endorsed by the institute and, optionally, a list of publications by faculty and students during the three years prior to the application.

Each institute shall develop and document procedures and criteria that it will use for the selection and retention of supervisory psychoanalysts and psychoanalysts of candidates. The institute seeking accreditation shall apply its criteria uniformly within each category to all who seek or are invited to be appointed to such positions.

11.4.1 Does your institute have documented procedures and criteria that are applied in the selection and retention of supervisory psychoanalysts and psychoanalysts for candidates?

11.4.2 Please provide a description or the primary source document that provides the criteria for how your institute selects, retains, and evaluates supervisory psychoanalysts and psychoanalysts for candidates.

11.4.3 Are these criteria uniformly applied within each category to all who seek or are invited to be appointed to such positions?

It is expected that psychoanalysts of candidates will:

1. Be certified by their relevant board where that is available or demonstrate equivalent clinical expertise through a process independent of the institute.

11.5.1 Does the criteria used by your institute to appoint psychoanalysts of candidates include certification by their relevant board where that is available or demonstrate equivalent clinical expertise through a process independent of the institute?

2. Have significant clinical experience in the practice of psychoanalysis. An institute or group of affiliated institutes may set specific criteria for evaluating clinical experience, and in all instances it shall require five years of postgraduate practice of psychoanalysis. Examples of acceptable criteria are:

- An institute or group of affiliated institutes may require a psychoanalyst of candidates to have five years postgraduate experience conducting psychoanalysis, to include all phases of psychoanalysis.
- An institute or group of affiliated institutes may require a psychoanalyst of candidates to have five consecutive years of postgraduate clinical experience with a minimum of 20 hours of analytic work per week and with cases conducted at four or five times per week.
- An institute or group of affiliated institutes may require a psychoanalyst of candidates to have a minimum of five years experience of unsupervised psychoanalytic treatment

of at least four adult patients who are not psychotic and who are seen 4-5 times per week on separate days.

- An institute or group of affiliated institutes may require a psychoanalyst of candidates to have practiced psychoanalysis autonomously for seven years beyond graduation and to have been a supervising psychoanalyst for at least two years and give preference to individuals who devote the major part of their professional time to dynamic psychotherapy and psychoanalysis.

11.6.1 Specific criteria for evaluating clinical experience does your institute apply in determining if clinical experience is of sufficient quality for an individual to be appointed a psychoanalyst of candidates?

11.6.2 To be appointed a psychoanalyst of candidates; does your institute in all instances require five years of postgraduate practice of psychoanalysis?

3. Have a demonstrated commitment to psychoanalytic practice, training, education, and scholarship. Each institute shall document the criteria by which it judges such commitment.

11.7.1 Does your institute have documented criteria by which it judges demonstrated commitment to psychoanalytic practice, training, education, and scholarship by those seeking appointment as psychoanalysts of candidates?

11.7.2 Please provide your institute's criteria for determining the adequacy of commitment to psychoanalytic practice, training, education, and scholarship by those seeking appointment as psychoanalysts of candidates

4. Maintain ethical standards.

1.8.1 Do the criteria for the evaluation of an individual seeking appointment as a psychoanalyst of candidates include a requirement that the individual has followed an adequate standard of ethical practice?

An institute or group of affiliated institutes will have the option of recognizing only its or their own members to serve as supervisors or as psychoanalysts of its candidates or of allowing candidates to work with psychoanalysts from other institutes that are accredited by the Accreditation Council for Psychoanalytic Education.

11.9.1 Does your institute recognize only its own members or those from affiliated institutes for the purpose of serving as supervisors or as psychoanalysts of its candidates?

11.9.2 Does your institute recognize members from other institutes, in addition to its own members or those from affiliated institutes for the purpose of serving as supervisors or as psychoanalysts of its candidates?

11.9.3 If your institute recognizes those from other institutes for the purpose of serving as supervisors or as psychoanalysts of its candidates, are those other institutes accredited by the Accreditation Council for Psychoanalytic Education?

XI. Site visits

Regular site visits for initial accreditation and re-accreditation will be conducted to assure that institutes achieve and maintain core standards. Site visits will be conducted in a manner that (a) stimulates the institute's self-study and self-scrutiny through a consultative, collegial process aimed at helping the institutes achieve and maintain core standards and (b) provides consultation to enhance the educational programs of participating institutes. There are to be no disruptions in candidates' analyses, courses or supervision as institutes work toward achieving these accreditation requirements. Site visits by this board may be coordinated with those of a component organization. Each group separately will report and implement its findings and recommendations.

Part II

Part II of the self-study worksheet/application is designed to establish that an Institute's structure is sufficiently reliable to provide a sturdy and sustainable context for training in psychoanalysis. The demonstration in actual practice of the educational standards upheld by an Institute helps assure that operational levels consistent with excellence will be ongoing.

As before, responses to the questions that follow may be provided by narrative, may be referenced to prior responses to questions already presented in this questionnaire, or may be referenced to primary source documents.

Part II begins with consideration of the formal organizational structure of your institute, as indicated by the series, 12.0.0, and continues in 13.0.0 with a survey of the actual numbers of students or candidates in training, as well as numbers of faculty, analysts of candidates, and supervising analysts. The 14.0.0 series considers the organizational connection between educational and treatment facilities. Certain state laws or regulations require or offer licenses in psychoanalysis, a matter addressed in the 15.0.0 series. In the 16.0.0 series, information is sought about financial matters, the institute's physical plant, and opportunities to enhance psychoanalytic training that are available in the community. How the institute addresses grievances and conflicts is found in the 17.0.0 series. The 18.0.0 series concerns public disclosure, and the 19.0.0 series addresses relations with the larger community. The 20.0.0 series considers the institute's relationship with the accrediting body. Whatever has been omitted or deserves special emphasis and should be communicated to the ACPE review committee about the institute, including comments about this self-study worksheet/application, is reserved for 21.0.0.

Formal Organizational Structure

12.1.1 How long has your institute been in existence?

12.1.2 If your institute is hosted by another agency, such as a university or professional association, please answer the following, and then go to **12.1.3**. If it is free-standing, skip to **12.1.3**.

12.1.2.1 Briefly describe the formal organizational connection of your institute and its host (e.g., a division in a medical school's department of psychiatry).

- What is the corporate or other legal structure under which the host agency operates? What is the governing body that has fiduciary responsibility?

12.1.2.2 If your institute is hosted, briefly describe the mission(s) of the hosting agency and append a copy of its mission statement.

- If that statement does not include support of psychoanalytic education, please attach other documentation of such support.

12.1.3 As a free-standing institute, what is the corporate or other structure under which your institute operates?

12.1.4 Under what authority does your institute or its host provide educational services (e.g., charter by a state board of regents)?

Faculty and Students

13.1.1 What is the total number of students enrolled in your institute?

13.1.2 Of the total enrollment, how many are concurrently attending didactic courses while undergoing personal analysis and receiving recognized supervision of their analytic work with patients?

13.1.3 Of those enrolled, how many are not participating concurrently in didactic courses, personal analysis, or supervised clinical work? (Please note that the sum of questions 13.1.2 + 13.1.3 should equal 13.1.1.)

13.1.4 Give examples of the kinds of issues that contribute to only partial involvement in the institute's total curriculum? (For example: "Two candidates have experienced difficulties in locating suitable patients to undergo treatment; another has encountered financial pressures and has been given a leave.")

13.1.5 Over the past three full calendar years, how many candidates have newly matriculated at your institute?

13.1.6 Over the past three full calendar years, how many candidates have fully completed all aspects of the institute's training program and have graduated?

Selection of Personal Analysts

13.2.1 How do candidates select personal analysts at your institute? If your institute has officially designated analysts of candidates, how many are there?

13.2.2 Does your institute, as a matter of policy, limit the number of candidates with whom an analyst may work?

- Where is this policy documented, and how is it implemented?

13.2.3 How many analysts of candidates see only one candidate? 2-3 candidates? 4-5 candidates? More than 5 candidates?

Selection of Supervising Analysts

13.3.1 How do candidates select supervising analysts at your institute? How many officially designated supervising analysts are there?

13.3.2 Does your institute have a limit on the number of candidates with whom a supervising analyst may work?

13.3.3 How many supervising analysts work with only one candidate? 2-3 candidates? 4-5 candidates? More than 5 candidates?

Faculty

13.4.1 How many officially designated faculty members are listed as affiliated with your institute?

13.4.2 Do you have categories of faculty, such as adjunct, visiting, lecturer, instructor, etc.? Please list them and indicate how they participate in and augment your candidates' training experiences.

13.4.3 Of the officially designated faculty, about how many are truly active? That is, how many actually provide service as supervising analysts, analysts of candidates, or as instructors, advisors, and mentors, etc., at a level of more than 5 hours per year.

Institute Services

14.1.1 If your institute or the institute's host provides service to patients or clients, describe the delivery setting(s) in which educational activities take place and in which treatment of patients or clients (clinic) take place.

- What is the formal or informal relationship between the institute, serving an educational function, and the clinic, serving a treatment function?

14.1.2 If training and treatment take place in more than one setting, describe those settings, their patient populations, and the types of training experiences offered in each setting.

Licensure Requirements

15.1.1 Does your state require or offer licenses in psychoanalysis?

15.1.2 If so, what is the policy of your institute with regard to your state's licensure of psychoanalysis, and how is that policy operationalized?

Physical and Financial Resources

16.1.1 Describe the nature and adequacy of financial resources available to your institute. In general and approximate terms, describe your annual budget.

16.1.2 Does the institute provide scholarship or fellowship assistance or legal or other financial aid to candidates? Please describe.

16.2.1 Provide brief descriptions of office and treatment spaces, other physical facilities, assessment materials, computer equipment, library, etc...

16.3.1 How does your institute use the opportunities and resources available in the community (e.g., libraries, seminars, and lectures at other psychoanalytic training facilities or clinics)?

Conflicts and Grievances

17.1.1 What are the policies and procedures for addressing and resolving candidates' conflicts or grievances?

- Do these same policies and procedures apply to faculty, supervising psychoanalysts, and psychoanalysts of candidates?

17.1.2 Are these documented?

Community Relations

18.1.1 Does the institute provide publications or maintain a website to appropriately represent the institute to the relevant communities?

18.1.2 Does the institute make readily available a catalog or brochure that sets forth admission criteria, application and selection processes, training model, the mission of the institute (including values, training goals, and objectives), non-discriminatory policies, requirements for completion, certain administrative policies and procedures, and, when applicable, its accreditation status?

19.1.1 How does the institute foster an appreciation of the psychoanalytic model by the larger community?

19.1.2 Does the institute provide public education lectures or encourage participation in assisting the needs of the community (the homeless, the aged, the housebound ill, victims of psychological trauma, etc.)?

19.1.3 Does the institute publish a scholarly journal or newsletter?

20.1.1 Is this your institute's initial application for accreditation by the ACPE?

20.1.2 Does your institute or its host institution (if any) have any plans that might substantially change the nature, function, or mission of your psychoanalytic institute in the foreseeable future? If so, please describe these plans and their potential consequences for your institute's accreditation status.

20.1.3 If your institute has been previously accredited by the ACPE, have there been instances of your institute's departure from the accreditation standards? If so, please explain.

20.2.1 Are there any matters important in your view to the committee's selection of site visitors for your institute?

21.1.1 Describe any additional or unique aspects of your institute that have not been addressed in the questions of this self-study worksheet/application or that are especially noteworthy (e.g., an outstanding library, a low-cost clinical treatment center, a neuropsychanalytic division, a process psychoanalytic research program)?

Please comment on the experience of completing this document and make recommendations for its revision. Thank you.